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ABSTRACT

This book discusses resource-based learning in higher education. One premise of resource-based learning is that as students become able to select their own learning materials from information resources, they become active, independent learners, while professors become learning facilitators in cooperation with librarians and other information providers. The chapters are: chapter 1, "The Move Toward a New Literacy," discussing higher education's response in the United States and abroad; chapter 2, "Resource-Based Learning," discussing the limitations of lecture and the importance of resource-based learning and critical thinking; chapter 3, "Successful Information Literacy Programs discussing alternatives to the status quo and assessment issues; chapter 4, "Discipline-Specific Models," describing field-specific models in agriculture/economics, business, communications and fine arts, engineering, English, laws, medical studies, sciences, sociology, and world civilization; chapter 5, "The Challenges of Human Resources," including those of ownership, for students, faculty, librarians, and campus officers; chapter 6, "Institutional Challenges," including those for financial support, planning, and research; and finally, chapter 7, "Moving Forward," discussing commitment, planning, selling the vision, conducting a campus audit, and success; and ways to promote the program to the campus community. Appendices include: an American Library Association report on information literacy; a National Forum on Information Literacy membership list; a report by the Association of College and Research Libraries on data collection for information literacy programs; a writing syllabus for a college psychology course, a competency growth plan for students majoring in marketing; and a list of selected resources. (SW)

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